

CAZΦN
DG
-576

Ont. Ministry of Colleges + Universities
- Statements + speeches

STATEMENT BY

THE HONOURABLE HARRY C. PARROTT, D.D.S.,

MINISTER OF COLLEGES AND UNIVERSITIES

ON THE ESTABLISHMENT OF

THE ONTARIO INDUSTRIAL TRAINING COUNCIL

TO THE LEGISLATURE

APRIL 20, 1976



Digitized by the Internet Archive
in 2023 with funding from
University of Toronto

<https://archive.org/details/31761118486505>

MR. SPEAKER:

SEVERAL WEEKS AGO, I HAD THE PLEASURE TO ANNOUNCE THE CREATION OF A NEW ADVISORY BODY, A COUNCIL THAT WILL HAVE A MAJOR ROLE TO PLAY IN AN AREA OF POST-SECONDARY EDUCATION THAT IS OF GROWING IMPORTANCE TO THE PEOPLE OF THIS PROVINCE. THE ADVISORY BODY THAT I REFER TO IS THE INDUSTRIAL TRAINING COUNCIL, AND ITS JURISDICTION IS THAT FIELD WHICH, FOR LACK OF A BETTER TERM, IS COMMONLY DESIGNATED "INDUSTRIAL TRAINING".

THAT THIS GOVERNMENT BELIEVES IN AND SUPPORTS INDUSTRIAL TRAINING IS A POINT THAT SHOULD BE STATED FROM THE OUTSET. THE CREATION OF THE INDUSTRIAL TRAINING COUNCIL IS EVIDENCE OF THE RECOGNITION THAT IS ATTACHED TO BUSINESS- AND INDUSTRY-BASED TRAINING AS A VALID ALTERNATIVE TO TRADITIONAL INSTITUTIONALIZED CAREER EDUCATION. BUT THE INDUSTRIAL TRAINING COUNCIL WAS NOT CREATED MERELY TO ACKNOWLEDGE THE IMPORTANCE OF INDUSTRIAL TRAINING. IT HAS BECOME EVIDENT TO ME, AS MINISTER RESPONSIBLE FOR ONTARIO'S INVOLVEMENT IN INDUSTRIAL TRAINING, THAT WE REQUIRE THE COUNSEL AND ADVICE OF A SENIOR LEVEL ADVISORY BODY, ONE THAT HAS AN HONEST FEEL FOR ONTARIO'S INDUSTRIAL TRAINING NEEDS, SO THAT WE CAN ENSURE THAT OUR FUTURE PROGRAMS AND POLICIES RECOGNIZE AND MEET THESE NEEDS.

IN THE PAST, MANY PEOPLE HAVE SHARED THE POPULAR BELIEF THAT ON-THE-JOB TRAINING IS ESSENTIALLY A VEHICLE FOR THE SO-CALLED BLUE COLLAR OCCUPATIONS. THIS MAY HAVE BEEN SO AT ONE TIME, BUT NOT TODAY. WHILE APPRENTICESHIP AND OTHER TRAINING SCHEMES HAVE LONG BEEN EMPLOYED WITH GREAT SUCCESS IN AREAS TRADITIONALLY ASSOCIATED WITH INDUSTRIAL TRAINING, SUCH AS THE CONSTRUCTION AND MOTOR VEHICLE REPAIR TRADES AND THE MANUFACTURING INDUSTRY, ON-THE-JOB TRAINING NOW THRIVES IN A WIDE VARIETY OF SETTINGS. SERVICE, SALES AND CLERICAL OCCUPATIONS, WHERE OCCUPATIONAL DEMAND IS GROWING RAPIDLY, ARE WELL SERVED BY INDUSTRIAL TRAINING METHODOLOGIES. SUCH TRAINING HAS BEEN SUCCESSFULLY APPLIED IN DIVERSE AREAS RANGING FROM PHOTOGRAPHY, COMMERCIAL ART, AND FLORAL DESIGN TO SOCIAL WORK, COMMERCIAL FLYING AND PARAMEDICAL OCCUPATIONS.

HISTORICALLY, PEOPLE HAVE LOOKED TO THE PROVINCIAL GOVERNMENT TO MEET THEIR NEEDS IN EDUCATION. PROVINCIAL JURISDICTION IN THIS AREA IS CLEARLY ESTABLISHED IN SECTION 93 OF THE BRITISH NORTH AMERICA ACT. OUR ROLE IN THE TRAINING OF DOCTORS, DENTISTS AND ENGINEERS HAS BEEN TAKEN FOR GRANTED FOR YEARS. REGRETTABLY, LESS ACCEPTANCE HAS EXISTED IN THE PAST FOR OUR PARALLEL RESPONSIBILITY TO TRAIN PEOPLE IN THE VOCATIONAL SKILLS THAT ARE IN INCREASING DEMAND TODAY. TRAINING FOR VOCATIONAL SKILLS IS AS IMPORTANT TO INDIVIDUALS AND TO THE PROVINCE AS A WHOLE AS TRAINING FOR THE SO-CALLED PROFESSIONS. THE PROVINCIAL GOVERNMENT HAS A DIRECT RESPONSIBILITY TO ENSURE THAT VOCATIONAL SKILL NEEDS ARE MET. I SUGGEST, MR. SPEAKER, THAT INDUSTRIAL TRAINING WILL BE AN INCREASINGLY IMPORTANT TOOL IN OUR FUTURE EFFORTS TO MEET THESE NEEDS.

THE ACKNOWLEDGED NEED OF BUSINESS AND INDUSTRY FOR PEOPLE WELL VERSED IN THE SKILLS REQUIRED BY EVER-CHANGING OCCUPATIONS AND TECHNOLOGIES CERTAINLY ISN'T AN OVERNIGHT DEVELOPMENT. IN THE PAST, OUR COLLEGES OF APPLIED ARTS AND TECHNOLOGY HAVE PLAYED A PRE-EMINENT ROLE IN MEETING OUR SKILL TRAINING REQUIREMENTS THROUGH PROGRAMS THAT WERE LARGELY INSTITUTION-BASED. THEY ARE CONTINUING TO EXPAND IN THE INDUSTRIAL TRAINING FIELD, AND WILL CERTAINLY PROVIDE A MAJOR SOURCE OF SKILLED INDIVIDUALS FOR ONTARIO'S WORKFORCE IN THE FUTURE. BUT A QUESTION WE MUST NOW CONSIDER, IN LIGHT OF CURRENT SOCIAL AND ECONOMIC CONDITIONS, IS THE DESIRABILITY OF ALTERNATIVE TRAINING MODES TO COMPLEMENT OUR INSTITUTIONAL OFFERINGS, WHICH WE HAVE RELIED UPON PREVIOUSLY AS OUR PRINCIPAL FOCUS FOR SKILL TRAINING. WHILE OUR INSTITUTIONS WILL REMAIN IN THE MAINSTREAM OF THINGS, I BELIEVE THAT THE TIME HAS COME FOR US TO CONSIDER THE ALTERNATIVES. IN THIS REGARD, THE POTENTIAL OF A VERIFIABLY EFFICIENT AND ECONOMICAL ALTERNATIVE SUCH AS BUSINESS- AND INDUSTRY-BASED TRAINING DEMANDS OUR ATTENTION.

THE FORCES THAT SHAPED THE COLLEGES IN THE FIRST PLACE --THE SO-CALLED "KNOWLEDGE EXPLOSION" AND THE CORRESPONDING DEMANDS CREATED BY THE DEVELOPMENT OF NEW TECHNOLOGIES, NEW INDUSTRIES AND NEW SERVICES--ARE STILL VERY MUCH WITH US TODAY. INDEED, FEW WOULD NOT BE PREPARED TO ADMIT THAT TODAY'S SKILLS AND TECHNIQUES MIGHT VERY WELL BE OBSOLETE TOMORROW. CHANGE IS THE INSCRUTABLE X-FACTOR THAT MAKES LONG-RANGE EDUCATIONAL PLANNING SO DIFFICULT AND INDEED, AT TIMES, SO DANGEROUS.

SOME WOULD SAY THAT WE ARE ALREADY REAPING THE FRUITS OF POOR PLANNING WHEN WE SEE THAT HALF OF

THE UNEMPLOYED IN THIS COUNTRY ARE YOUNG PEOPLE BETWEEN THE AGES OF 15 AND 24. ONTARIO COMMUNITY COLLEGE GRADUATES HAVE BEEN EXTRAORDINARILY SUCCESSFUL IN FINDING EMPLOYMENT, BUT WHAT ABOUT THOSE WHO LEAVE SCHOOL WITH SKILLS THAT AREN'T QUITE SO IMMEDIATELY MARKETABLE? WITH THE TECHNOLOGIES OF BUSINESS AND INDUSTRY CHANGING SO RAPIDLY, CAN ANY BUT THE MOST WELL-ENDOWED EDUCATIONAL INSTITUTIONS HONESTLY HOPE TO PROVIDE ACTUAL JOB-RELATED EXPERIENCE WITHIN THE SCHOOL CAPABLE OF MATCHING THAT AVAILABLE IN INDUSTRY? EVEN NOW, IS A PURELY INSTITUTIONAL SETTING THE BEST ONE FOR THE IMPARTING OF TECHNICAL SKILLS, LET ALONE THE LIFE SKILLS SO NECESSARY FOR SUCCESSFUL EMPLOYMENT? AND WHAT ABOUT THOSE WHO, FOR ONE REASON OR ANOTHER, REJECT SCHOOL ENTIRELY AS BEING IRRELEVANT TO THEIR PERSONAL NEEDS AND ASPIRATIONS? SOMEWHERE THERE SEEMS TO BE A GAP BETWEEN SCHOOL AND WORK THAT ISN'T BEING BRIDGED AS EFFECTIVELY AS IT MIGHT BE. I SUGGEST THAT IN INDUSTRIAL TRAINING WE HAVE A TOOL CAPABLE OF NARROWING THAT GAP CONSIDERABLY.

THE RAPID ECONOMIC EXPANSION THAT CHARACTERIZED THE SIXTIES AND EARLY SEVENTIES IN CANADA AND IN ONTARIO IN PARTICULAR, HAS PRESENTED US WITH OTHER PROBLEMS. THE UNPRECEDENTED GROWTH OF BUSINESS AND INDUSTRY AND THE ACCOMPANYING NEED FOR SKILLED INDIVIDUALS DRIED UP MUCH OF THE RESERVOIR OF SKILLS THAT EXISTED AT ONE TIME IN OUR WORKFORCE. WE ARE NOW

CONFRONTED WITH THE ANOMALY OF HIGH UNEMPLOYMENT AT A TIME WHEN MANY EMPLOYERS ARE FACED WITH DIRE SHORTAGES OF SKILLED STAFF. IT IS NO SECRET THAT MANY COMPANIES RAID THEIR COMPETITORS FOR THE CREAM OF THEIR EMPLOYEES. PEOPLE NOW CHANGE OCCUPATIONS WITH MUCH GREATER FREQUENCY THAN IN THE PAST, AS A MULTI-CAREER PHILOSOPHY BECOMES MORE NECESSARY IN THE LIGHT OF THE CHANGING STRUCTURE OF THE LABOUR MARKET. IN ADDITION, INDIVIDUAL ATTITUDES TO WORK VARY MUCH MORE THAN, SAY, A DECADE AGO.

AS A RESULT OF THESE CHANGING CONDITIONS AND ATTITUDES, BUSINESS AND INDUSTRY ARE OFTEN RELUCTANT TO DO THEIR OWN SKILL TRAINING. UNFORTUNATELY, THEY ARE NOT ALWAYS ABLE TO OBTAIN BENEFITS FROM DOING SO THAT WILL OFFSET THE COSTS INCURRED. IF AN EMPLOYER TRAINS AN EMPLOYEE WHO THEN LEAVES TO WORK ELSEWHERE, THE TRAINING BENEFITS GO TO THE NEW FIRM, NOT TO THE ONE BEARING THE DIRECT COSTS. HOWEVER, THESE BENEFITS ARE NOT LOST TO THE INDIVIDUAL TRAINED OR TO SOCIETY AS A WHOLE. SO IT WOULD SEEM THAT GOVERNMENT HAS A LEGITIMATE ROLE TO PLAY IN FOSTERING SKILL TRAINING THAT SATISFIES BOTH THE NEEDS OF EMPLOYERS (FOR CAPABLE, PRODUCTIVE EMPLOYEES) AND OF SOCIETY IN GENERAL (FOR MARKETABLE SKILLS THAT YIELD DIVIDENDS IN TERMS OF JOB SATISFACTION, PERSONAL FULFILMENT AND MONETARY REWARDS).

MR. SPEAKER, THE VALUE OF INDUSTRIAL TRAINING CANNOT BE CHALLENGED, NOR CAN BE DENIED THE GROWING NEED FOR INNOVATION AND IMAGINATION IN THE APPLICATION OF THIS TRAINING CONCEPT. IN LIGHT OF THE CHANGING CIRCUMSTANCES IN WHICH WE FIND OURSELVES TODAY, THESE FACTS ARE SELF-EVIDENT. I DO FEEL, HOWEVER, THAT THE RATIONALE BEHIND THE ESTABLISHMENT OF THE INDUSTRIAL TRAINING COUNCIL REQUIRES FURTHER ELABORATION.

THIS GOVERNMENT HAS MADE AN EXPLICIT COMMITMENT TO THE OPERATION AND MAINTENANCE OF POST-SECONDARY EDUCATIONAL INSTITUTIONS IN ONTARIO. NO ONE IS ABOUT TO DENY THE LEGITIMACY OF THAT COMMITMENT. THE VERY NAME OF MY MINISTRY, THE MINISTRY OF COLLEGES AND UNIVERSITIES, IS REPRESENTATIVE OF THE TRADITIONAL EMPHASIS AFFORDED INSTITUTIONAL EDUCATION AND TRAINING IN THIS PROVINCE. WHILE THE MINISTRY INCLUDES A COLLEGE AFFAIRS AND MANPOWER TRAINING DIVISION, ITS MANPOWER AND INDUSTRIAL TRAINING ACTIVITIES HAVE BEEN IN MANY CASES LARGELY SUPPORTIVE OF THE SIGNIFICANT FEDERAL THRUST UNDER THE ADULT OCCUPATIONAL TRAINING ACT. WE HAVE MAINTAINED, IT IS TRUE, OUR LEGITIMATE PRIMACY IN THE AREAS OF CURRICULUM DESIGN, TRAINING STANDARDS, TRAINING EVALUATION AND TRAINEE CERTIFICATION IN ALL SPONSORED INDUSTRIAL TRAINING CONDUCTED IN ONTARIO. ANY IN-SCHOOL ELEMENTS OF INDUSTRIAL TRAINING PROGRAMS ARE CONDUCTED THROUGH COLLEGES OF APPLIED ARTS AND TECHNOLOGY ESTABLISHED AND OPERATED BY THIS PROVINCE. THE ADMINISTRATION OF THE APPRENTICESHIP AND TRADESMEN'S QUALIFICATION ACT, AND THE REGISTRATION, TRAINING AND CERTIFICATION OF ONTARIO'S 26,000 APPRENTICES IS A MAJOR FUNCTION OF OUR INDUSTRIAL TRAINING BRANCH.

THE FACT REMAINS, HOWEVER, THAT THE FEDERAL PRESENCE IN INDUSTRIAL TRAINING IS INDEED A MAJOR ONE. INDUSTRIAL TRAINING IN ONTARIO TODAY IS ALMOST WHOLLY

FUNDED BY THE FEDERAL GOVERNMENT, AND THE TRAINING PURCHASED IS DIRECTED AT MEETING NEEDS THAT ARE IDENTIFIED IN LARGE PART BY OTTAWA. WHILE WE CERTAINLY DON'T QUESTION THE LEGITIMACY OF THESE NEEDS, OTHER AREAS HAVE BEEN IDENTIFIED WHERE VERY REAL TRAINING NEEDS DO EXIST. BECAUSE THEY DON'T MEET THE ELIGIBILITY CRITERIA ESTABLISHED FOR THE FEDERAL PROGRAMS, THESE NEEDS WILL NOT BE MET UNLESS THE PROVINCE IS PREPARED TO STEP IN WITH A RESPONSE OF ITS OWN.

A RECENT EXAMPLE OF SUCH A RESPONSE WOULD BE THE ONTARIO CAREER ACTION PROGRAM, WHERE WE ARE TAKING POSITIVE ACTION IN AN ATTEMPT TO MEET THE CAREER NEEDS OF UNEMPLOYED YOUTH. THROUGH THIS PROGRAM, 1,050 UNEMPLOYED YOUNG PEOPLE ARE BEING TAKEN INTO GOVERNMENT AND GIVEN RELEVANT WORK SKILLS AND EXPERIENCE, SO THAT THEY MAY BE MORE SUCCESSFUL IN FINDING PRIVATE SECTOR EMPLOYMENT. THE PRELIMINARY RESULTS OF THE PROGRAM ARE ENCOURAGING, AND WE HOPE TO EXTEND SUCH AN INTERNSHIP SCHEME TO BUSINESS AND INDUSTRY IF IT ULTIMATELY PROVES SUCCESSFUL.

CONCERNS EXPRESSED TO THIS GOVERNMENT BY THE ONTARIO CHAMBER OF COMMERCE WERE RESPONSIBLE IN LARGE PART FOR THE INCEPTION OF THE ONTARIO CAREER ACTION PROGRAM. IT WAS THE NEED FOR CONCERNED, INFORMED COUNSEL SUCH AS THIS, FROM A PROVINCIAL RATHER THAN A FEDERAL PERSPECTIVE, THAT PROMPTED ME LATE LAST YEAR TO COMMISSION A REVIEW OF PAST AND PRESENT ADVISORY INPUTS TO GOVERNMENT ON OUR INDUSTRIAL TRAINING NEEDS.

THIS REVIEW INDICATED THAT SEVERAL SIGNIFICANT AND RECURRING AREAS OF CONCERN HAVE BEEN IDENTIFIED OVER THE YEARS IN THE INDUSTRIAL TRAINING FIELD. REPORTS ISSUED BY THE SELECT COMMITTEE ON MANPOWER TRAINING IN 1963, THE GENERAL ADVISORY COMMITTEE ON INDUSTRIAL TRAINING IN 1968, THE ECONOMIC COUNCIL OF CANADA IN 1971, THE COMMISSION ON POST-SECONDARY EDUCATION IN 1972, AND THE TASK FORCE ON INDUSTRIAL TRAINING IN 1973 ALL POINTED TO CERTAIN POTENTIAL DEFICIENCIES IN ONTARIO'S POST-SECONDARY OFFERINGS.

THE REPORTS WERE UNANIMOUS IN RECOMMENDING THAT ALTERNATIVES TO FORMAL, INSTITUTIONALIZED EDUCATION AND TRAINING BE EXPANDED. THE REPORTS RECOMMENDED THE PROVISION OF INNOVATIVE PROGRAMS DESIGNED AT ONCE TO MEET THE NEEDS OF THE COMMUNITY, PARTICULARLY THOSE OF BUSINESS AND INDUSTRY, AND AT THE SAME TIME TO MEET THE CAREER NEEDS OF INDIVIDUALS. A NEED FOR BETTER LABOUR MARKET INFORMATION AND ANALYSIS WAS IDENTIFIED FOR EDUCATION PLANNING AND CAREER COUNSELLING, AND BETTER PROVINCIAL CO-ORDINATION AND INTEGRATION OF TRAINING ACTIVITIES WAS RECOMMENDED.

A MAJOR THEME OF THE REPORT OF THE COMMISSION ON POST-SECONDARY EDUCATION WAS THE NEED FOR THE DEVELOPMENT AND RECOGNITION OF EDUCATION AND TRAINING DIVERSITY, IN TERMS OF CONTENT, LEARNING LOCALE, LEARNING GOALS, AND LEARNING MODES. THE REPORT NOTED THAT TRAINING IN INDUSTRY FOR INDUSTRY'S OWN EMPLOYEES, AND FOR OTHERS, CONSTITUTES THE MAJOR ALTERNATIVE TO COLLEGE- AND UNIVERSITY-BASED POST-SECONDARY EDUCATION.

OF EQUAL IMPORTANCE WAS THE RECOGNITION THAT THE LARGEST GROUP IN NEED OF EDUCATION THROUGH THESE ALTERNATE MODES ARE EARLY SECONDARY SCHOOL LEAVERS AND THOSE WHO, AFTER JOB EXPERIENCE, FACE A CHANGE IN OCCUPATION THROUGH CHOICE OR CIRCUMSTANCE. I ACCEPT AND ACKNOWLEDGE THESE CONCERNS.

THE REPORT OF THE TASK FORCE ON INDUSTRIAL TRAINING, COMMONLY REFERRED TO AS THE DYMOND REPORT, AGREED IN PRINCIPLE WITH THE COPSE REPORT IN OBSERVING THAT

"UNDOUBTEDLY, TRAINING-IN-INDUSTRY HAS A POSITIVE ROLE TO PLAY IN MANPOWER PROGRAMS. THERE ARE MANY VALUABLE OCCUPATIONAL SKILLS THAT CAN BE DEVELOPED EFFECTIVELY THROUGH IN-INDUSTRY TRAINING AND AT A LOWER COST THAN THROUGH INSTITUTIONAL CLASSROOM TRAINING. FOR MANY OCCUPATIONS A MIX OF IN-INDUSTRY AND CLASSROOM TRAINING IS THE MOST EFFECTIVE AND LEAST COSTLY METHOD. ALSO, FOR MANY OLDER WORKERS TRAINING-IN-INDUSTRY MAY BE MORE EFFECTIVE THAN INSTITUTIONAL TRAINING."

ONE OF THE SHORTFALLS OF INDUSTRIAL TRAINING DESCRIBED IN THE DYMOND REPORT IS THE CAPACITY OF EMPLOYERS TO UNDERTAKE THE TASKS OF JOB ANALYSIS, CURRICULUM DESIGN, AND THE ORGANIZATION OF TRAINING

PROGRAMS. TO OVERCOME THIS, IT RECOMMENDED THAT GOVERNMENT'S ROLE IN INDUSTRIAL TRAINING SHOULD FOCUS ON

- SETTING PUBLIC POLICY AND DEVELOPING PROGRAMS TO AID AND CO-ORDINATE THE EFFORTS OF EMPLOYERS AND UNIONS IN TRAINING THEIR OWN WORK FORCES;
- PROMOTING TRAINING-IN-INDUSTRY AS A MEANS OF LEARNING OCCUPATIONAL SKILLS;
- PROVIDING OCCUPATIONAL GUIDANCE AND PLACEMENT SERVICES;
- PROVIDING FUNDS FOR EMPLOYERS AND TRAINING ALLOWANCES FOR EMPLOYEES, WHEN SUCH SUPPORT IS CLEARLY IN THE PUBLIC INTEREST;
- PROVIDING TECHNICAL AID FOR INDUSTRY IN TRAINING METHODS AND TECHNIQUES OR IN ORGANIZATION, CURRICULUM DEVELOPMENT AND PROGRAM EVALUATION;
- PROVIDING INDUSTRY WITH AN INFORMATION SERVICE, SUCH A SERVICE TO INCLUDE A MANPOWER INFORMATION COMPONENT, AND AN INVENTORY OF EXISTING AGENCIES AND PROGRAMS RELATED TO TRAINING-IN-INDUSTRY;
- PROVIDING A SYSTEM FOR THE ACCREDITATION OF GRADUATES OF TRAINING-IN-INDUSTRY PROGRAMS;

- PROVIDING STANDARDS FOR TRAINING-
IN-INDUSTRY, IN INSTANCES WHERE
UNIFORMITY IN SKILL AND KNOWLEDGE
ATTAINMENT IS IN THE PUBLIC INTEREST;
- MAKING COLLEGE PLANTS, FACILITIES AND
STAFF AVAILABLE TO EMPLOYERS AND UNIONS
ON A REASONABLE COST BASIS, TO THE
EXTENT THAT THESE ARE REQUIRED TO
SUPPLEMENT THOSE AVAILABLE WITHIN
INDUSTRY.

MANY OF THE SPECIFIC RECOMMENDATIONS OF THE DYMOND REPORT HAVE BEEN IMPLEMENTED, AND HAVE PROVED BENEFICIAL IN THE CONTEXT OF OUR EXISTING INDUSTRIAL TRAINING PROGRAMS. AFTER SOLICITING AND CONSIDERING THE VIEWS OF BUSINESS, INDUSTRY AND THE PUBLIC, I HAVE DECIDED THAT IT WOULD BE INAPPROPRIATE TO IMPLEMENT OTHER RECOMMENDATIONS OF A MORE CONTROVERSIAL NATURE. AT THE PRESENT TIME I HAVE NO INTENTION OF PROPOSING THE ABOLITION OF COMPULSORY TRADE CERTIFICATION, AS THE DYMOND REPORT RECOMMENDED, UNLESS THE INDUSTRIAL TRAINING COUNCIL STRONGLY RECOMMENDS THAT I DO SO.

WITH REGARD TO INDUSTRIAL TRAINING ADVISORY SERVICES, THE DYMOND REPORT PROPOSED EXTENSIVE CHANGES TO THE EXISTING STRUCTURE OF CURRICULUM- AND STANDARD-ORIENTED APPRENTICESHIP COMMITTEES AND LOCAL TRAINING

ADVISORY GROUPS. IT IS HERE, MR. SPEAKER, THAT THE CREATION OF THE INDUSTRIAL TRAINING COUNCIL RESPONDS SPECIFICALLY TO THE SPIRIT AND INTENT OF THE DYMOND REPORT, AND TO THAT OF THE OTHER REPORTS THAT PRECEDED IT AS THEY PERTAIN TO THE FUTURE OF INDUSTRIAL TRAINING IN ONTARIO. EACH REPORT HAD SIMILAR VIEWS ON THE NATURE OF THE PROBLEMS TO BE FACED. HOWEVER, RECOMMENDATIONS ON THEIR RESOLUTION WERE VARIED. ALL OF THE REPORTS AGREED ON ONE STEP, THOUGH. THEY ALL DOCUMENTED THE NEED FOR EFFECTIVE SENIOR LEVEL ADVICE TO REFLECT THE VIEWS AND NEEDS OF THE VARIOUS ECONOMIC AND SOCIAL SECTORS OF THE PROVINCE WHO HAVE A STAKE IN INDUSTRIAL TRAINING.

AT PRESENT, OUR FORMAL INDUSTRIAL TRAINING ADVISORY NETWORK CONSISTS OF 27 PROVINCIAL ADVISORY COMMITTEES APPOINTED UNDER THE APPRENTICESHIP AND TRADESMEN'S QUALIFICATION ACT. THESE COMMITTEES ARE CONSTRAINED BY THE ACT TO DEALING WITH THE "ESTABLISHMENT AND OPERATION OF APPRENTICE TRAINING PROGRAMS AND TRADESMEN'S QUALIFICATIONS". THEY HAVE PLAYED AND WILL CONTINUE TO PLAY A VERY IMPORTANT ROLE IN THE DEVELOPMENT AND REFINEMENT OF OUR APPRENTICESHIP ACTIVITY. PRIOR TO THE INDUSTRIAL TRAINING COUNCIL, HOWEVER, THERE HAS NEVER BEEN A SINGLE SENIOR CO-ORDINATING BODY TO ADVISE ON INDUSTRIAL TRAINING IN ITS TOTALITY WITHIN THE FRAMEWORK OF AN OVERALL ONTARIO MANPOWER POLICY.

AFTER CONSIDERING THE DYMOND REPORT, I FELT THAT THE CHANGES RECOMMENDED WITH REGARD TO OUR PRESENT ADVISORY STRUCTURE DID NOT GO FAR ENOUGH TO MEET TODAY'S NEEDS. BECAUSE THE PRESENT STRUCTURE IS CONCERNED SOLELY WITH APPRENTICESHIP, ITS SCOPE IS NARROW AND ITS IMPACT LIMITED. IN THE FUTURE, THE INDUSTRIAL TRAINING COUNCIL WILL SERVE AS MY SENIOR ADVISORY BODY ON INDUSTRIAL TRAINING, AND WILL BE AFFORDED THE SAME CONSIDERATION AS THE COUNCIL OF REGENTS FOR THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY, AND THE COUNCIL ON UNIVERSITY AFFAIRS. WITHIN ITS OWN JURISDICTION, ITS MANDATE WILL BE AS BROAD AS THOSE OF MY OTHER TWO PRINCIPAL ADVISORY COMMITTEES.

I AM CONVINCED, MR. SPEAKER, THAT THE CREATION OF A BODY SUCH AS THE INDUSTRIAL TRAINING COUNCIL HAS BEEN LONG OVERDUE. I AM ALSO CONVINCED THAT THIS COUNCIL, WITH ITS FOCUS ON A FIELD THAT HAS A RELATIVELY UNTAPPED GROWTH POTENTIAL, HAS A VERY MAJOR ROLE TO PLAY IN SHAPING THE FUTURE FACE OF POST-SECONDARY EDUCATION IN ONTARIO. HOW SHOULD THE COUNCIL THEN ACQUIT ITSELF IN ITS ROLE? GIVEN THAT TRAINING IN AND FOR THE LABOUR MARKET IS ITS PRIMARY CONCERN, I AM ASKING THE COUNCIL TO EXAMINE THE VARIOUS ALTERNATIVE AND COMPLEMENTARY ELEMENTS OF INDUSTRIAL TRAINING --CO-OPERATIVE TRAINING IN THE APPRENTICESHIP MOULD, ON THE JOB TRAINING, ADULT INSTITUTIONAL TRAINING--AND TO CONSIDER THEIR PRESENT APPROPRIATENESS IN VIEW OF

SUCH FACTORS AS THE STRUCTURE OF OUR WORKFORCE, LABOUR MARKET DEMANDS, INDIVIDUAL ASPIRATIONS AND THE EFFECTS ON TRAINING PROGRAMS AND INITIATIVES OF SUCH UNCONTROLLABLES AS LABOUR AGREEMENTS BETWEEN EMPLOYERS AND EMPLOYEES.

I ASK THE COUNCIL TO PROVIDE CO-ORDINATION AND LEADERSHIP FOR THE MANY SPLINTERED INPUTS FROM VARIOUS SOURCES THAT REACH GOVERNMENT AS MUTUALLY EXCLUSIVE PROPOSALS.

I ASK THAT THE COUNCIL PROVIDE ADVICE AND LEADERSHIP REGARDING PROGRAMS AND INITIATIVES FOR THE LABOUR MARKET ADJUSTMENT OF SECONDARY SCHOOL GRADUATES, EARLY SCHOOL LEAVERS AND OTHERS WHO CONTINUE TO SWELL THE RANKS OF THE UNEMPLOYED.

I ASK THE COUNCIL FOR RECOMMENDATIONS, RELATIVE TO INDUSTRIAL TRAINING, ON GEOGRAPHIC OR COMMUNITY STRATEGIES AND ON THE SERVICING OF PARTICULAR CLIENT GROUPS WITH SPECIAL NEEDS.

I ASK THE COUNCIL TO RECOMMEND ON NEW TRAINING LEGISLATION FOR ONTARIO IN LIGHT OF THE WIDEST INPUTS, ENSURING THAT THE PUBLIC, INDUSTRY AND WORKFORCE INTERESTS ARE REPRESENTED.

I ASK THE COUNCIL TO EXAMINE INFORMATION

ON FUTURE LABOUR REQUIREMENTS PROVIDED BY SUCH AGENCIES AS THE FEDERAL/PROVINCIAL MANPOWER NEEDS COMMITTEE, THE ONTARIO MINISTRY OF LABOUR, AND THE ONTARIO MANPOWER CO-ORDINATING COMMITTEE, AND TO ADVISE ON APPROPRIATE INDUSTRIAL TRAINING STRATEGIES.

I ASK THE COUNCIL TO DETERMINE STANDARDS FOR INDUSTRIAL TRAINING, WHERE UNIFORMITY IN SKILL AND KNOWLEDGE ATTAINMENT IS IN THE PUBLIC INTEREST.

I ASK THAT THE COUNCIL MAKE RECOMMENDATIONS ON THE INTEGRATION OF FEDERAL AND PROVINCIAL INDUSTRIAL TRAINING ACTIVITIES UNDER THE ADULT OCCUPATIONAL TRAINING ACT.

I ASK THE COUNCIL TO ADVISE ON THE USE OF VARIOUS TRAINING SYSTEMS AND DELIVERY MODES TO ENSURE THAT INDUSTRIAL TRAINING IS USED STRATEGICALLY AND DYNAMICALLY IN SUPPORT OF OVERALL PROVINCIAL MANPOWER AND EMPLOYMENT OBJECTIVES.

FINALLY, I ASK THE COUNCIL TO EXAMINE AND RECOMMEND ON THE APPROPRIATENESS OF PROVINCIAL GOVERNMENT PROPOSALS ON PARTICIPATION IN JOB CREATION MEASURES PROPOSED BY THE FEDERAL GOVERNMENT.

MR. SPEAKER, I AM FULLY AWARE THAT THE ASSIGNMENTS I HAVE OUTLINED FOR THE INDUSTRIAL TRAINING COUNCIL ARE FORMIDABLE ONES. EACH IS FRAUGHT WITH

ITS OWN PARTICULAR SET OF COMPLEX CONCERNS, AND WILL REQUIRE MUCH CONSULTATION, CONSIDERATION AND HARD WORK IF WE ARE TO ENSURE THAT OUR INDUSTRIAL TRAINING RESPONSES MEET THE CHALLENGES NOW FACING US.

AS WE CONTINUE TO RE-EVALUATE OUR EDUCATIONAL PRIORITIES, WE MIGHT DO WELL TO REMEMBER THAT CHANGE IN DEMOCRATIC SOCIETIES DOES NOT GENERALLY REQUIRE THE MASSIVE SHIFTS OF INSTITUTIONS AND ORGANIZATIONS, BUT RELIES UPON MORE MODEST ADJUSTMENTS. I SEE INDUSTRIAL TRAINING AS BEING A NUCLEUS FOR SUCH CHANGE, AND I SEE A RESPONSIBILITY FOR THIS GOVERNMENT TO ENCOURAGE ITS GROWTH AND DEVELOPMENT TO AFFORD IT THE STRENGTH IT REQUIRES TO MOVE INTO NEW FIELDS. I HAVE ASKED THE INDUSTRIAL TRAINING COUNCIL TO TAKE THE INITIATIVE IN STIMULATING SUCH GROWTH AND DEVELOPMENT IN THE AREAS I HAVE OUTLINED; I ASK THEM NOW TO BE INNOVATIVE AND CREATIVE IN THEIR EFFORTS.